

Alaska

Alaska Department of Education
& Early Development

Standards Based Assessments

Spring 2012

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SERIAL#

READING—SAMPLE QUESTIONS

Directions

Read the Sample Passage and Sample Questions A and B. For Sample A, fill in the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change your answer, completely erase the mark you made before making a new mark. For Sample B, write your answer on the lines provided.

SAMPLE PASSAGE

The sun was shining brightly during recess. Anne, Dustin, Ivan, and Katia were playing soccer. Suddenly the school bell began to ring. They looked at each other in surprise. Recess couldn't be over already! The first kickoff had just taken place.

Ivan said, "There must be something wrong with the school bell. Why is it ringing now?"

"Let's go find out," said Anne.

So they all jogged toward the school doors leading to the office. The doors flew open just before they arrived. The custodian came running out holding something at arm's length in a net. It was wiggling and twisting this way and that. It was trying to escape. All that the students could see was a small ball of fur in the net.

Sample A

Why were the students first surprised?

- ☐ (A) The soccer game was canceled.
- ☐ (B) The school bell rang too early.
- ☐ (C) The custodian had something in a net.
- ☐ (D) The teacher gave them an extra recess.

Sample B

Tell what the custodian might have in the net. Use an example from the passage to support your response.



Read the passage about a difficult job. Then, answer the questions that follow.

The Part-time Job

Justin groaned as he carried the bag of dog food. He was not looking forward to feeding Cody. He had agreed to feed the neighbors' dog while they were away. But the dog always got too excited. Every time Justin opened the neighbors' door, Cody ran outside. Justin didn't like chasing him up and down the street.

"OK, Cody," said Justin as he unlocked the door. "Please stand back this time." But it was no use. As soon as Justin opened the door, Cody stuck his head out. He pushed past Justin and dashed away. His tail wagged as he ran all around.

"Cody!" Justin called. "Cody, come back here right now!"

But Cody did not listen. He ran up the road, exploring everything. Justin chased after him with a leash in his hand. Justin had been surprised the first time the dog ran out. Cody always had behaved very well when his owners were around.

As usual, it took almost ten minutes to catch the dog. Justin was out of breath. He put the leash on the dog. "You're in big trouble, Cody." Cody wagged his tail.

Later that night, Justin complained to his parents about the misbehaving dog. "He doesn't obey me," said Justin. "He thinks that an open door means it is time to play. He gets too excited, and he runs away every time. I have to take care of him for three more days. What am I going to do?"

Justin's mother thought of some ideas. "You could try offering him a snack when you open the door."

"I tried that," said Justin. "He would rather run around than get a treat."

"Well, then you could try going through the back door," his father said.

"I did that, too," Justin replied. "He can hear me coming, and he waits at the back door." But that gave Justin an idea. "Maybe Susan can help me."

"I'm sure your sister would be happy to help if you ask her," said his mother.

The next morning Justin went to give Cody some water, but this time he brought his younger sister Susan.

“OK, Susan. Do you remember the plan?” asked Justin.

“Yeah, I’m ready,” she said with a smile.

Justin pretended to unlock the neighbors’ front door. He could hear Cody’s collar jingle and his paws tap on the tile behind the door. Susan stood at the front door and talked to Cody. “Hello, Cody,” she said through the door. “Have you been a good dog? Do you want to play fetch?”

While Susan talked to Cody, Justin went quietly around to the back door. He hesitated and listened for the dog before putting the key into the lock. He turned the handle and crept into the kitchen silently. When he closed the door, Cody heard the sound and ran into the kitchen to play with Justin. Justin smiled and said, “Sorry, Cody. We can’t go running around right now.” He gave the dog a bowl of fresh water. Cody wagged his tail as he watched Justin work.

When Justin was finished, he patted Cody’s head. “I’ll see you in a few hours, buddy.” He picked up one of the dog’s stuffed toys and

tossed it into another room. Cody jumped up and ran off to fetch the toy. As soon as Cody was in the other room, Justin slipped out the back door, locking it again.

He walked around to the front of the house to meet Susan. “Did you give Cody his water?” she asked.

“Yes, I did,” he said. “I couldn’t have done it without your help, though. That dog has too much energy for me to handle him by myself. It takes teamwork.”

“I like talking to Cody!” she said. “Can I help you again?”

“Sure,” Justin replied. “I have to feed him, walk him, and give him water for two more days. I can use your help to keep him in the house.”

“I’d be glad to help,” she said.

“You know,” said Justin, “the neighbors are paying me to take care of Cody. Since you are helping me so much, I think I will share it with you.”

“Wow, thanks!” said Susan.

They walked back home, ready to work together to take care of Cody.

READING

1. Which word from the passage has a prefix that means “not”?
 - (A) unlocked
 - (B) remember
 - (C) pretended
 - (D) exploring

2. Which pair of words from the passage rhymes?
 - (A) push, share
 - (B) hear, her
 - (C) away, obey
 - (D) snack, lock

3. How does Justin know that Cody is waiting for him?
 - (A) Justin sees the dog through a window.
 - (B) He sees Susan watching the dog from the backyard.
 - (C) Justin hears the dog making noise.
 - (D) He hears Susan tell the dog to come to the door.



4. As used in the passage, what does the word energy mean?
- Ⓐ ability
 - Ⓑ pride
 - Ⓒ success
 - Ⓓ power
5. Which word **best** describes how Justin feels at the end of the passage?
- Ⓐ tired
 - Ⓑ thankful
 - Ⓒ calm
 - Ⓓ concerned
6. What lesson does Justin learn from his experience caring for Cody?
- Ⓐ Training a dog can be fun.
 - Ⓑ Doing a good job takes time.
 - Ⓒ Dogs make good family pets.
 - Ⓓ Teamwork makes a job easier.

Read the passage about an elephant's trunk. Then, answer the questions that follow.

An Elephant's Incredible Nose

by Buffy Silverman

Imagine using your nose to pick up food, take a shower, and greet your friends. An elephant's nose can do all this and more.

An elephant's long nose is called a trunk. Just like you, elephants breathe and smell with their noses. But elephants also use their trunks the way you use your arms and hands. With thousands of muscles in their trunks, elephants reach up high and grab leaves at the top of a tree. Using the tips of their trunks, elephants can even pick up pennies.

You wave your hand or give a hug to greet friends or family. Elephants say hello with their trunks. When two elephants meet, they sniff and touch. Then they twist their trunks together.

Elephants rumble and squeak their greetings. They blast air out of their trunks and screech when playing or fighting. If a lion or other predator is near, an elephant raises its trunk in the air and trumpets a warning.

Trunks come in handy when elephants care for their babies. A mother nudges her baby and helps the youngster up with her trunk.

If an elephant calf stumbles in the mud, an adult wraps its trunk around the youngster and pulls.

Just as you learned to hold a fork and spoon with your fingers, elephant calves must learn how to use their trunks. Newborn elephants sometimes trip over their long trunks. By the time elephants are a week old, they can pick up sticks with their trunks and carry them. A three-month-old elephant can pluck a single blade of grass with the tip of its trunk. When a young elephant is first learning to feed itself, it sticks its trunk into its mother's mouth and pulls out a bit of her meal for a taste.

How do elephants drink? They suck up water with their trunks, then squirt it in their mouths. When a young calf tries to shoot water from its trunk to its mouth, most of the water splashes on the elephant. By the time an elephant is six months old, its aim is better. All the water squirts into its mouth without spilling.

When hot weather hits, elephant herds head to the water to cool off. Elephants suck up gallons of water, and then shower and splash

themselves. Often elephants play in a water hole for hours, spraying one another for fun. When elephants swim in deep water, they stick the tips of their trunks out, breathing through them like snorkels.

Eating, drinking, playing, and screeching—elephants depend on their long noses.

7. How does a baby elephant know it might be in danger?
- Ⓐ An adult elephant grabs leaves from a tree.
 - Ⓑ An adult elephant twists its trunk.
 - Ⓒ An adult elephant trumpets a warning.
 - Ⓓ An adult elephant shoots water from its trunk.
8. As used in the passage, what does the word stumbles mean?
- Ⓐ falls
 - Ⓑ hides
 - Ⓒ jumps
 - Ⓓ sleeps

9. How does a mother elephant help her young calf try different food?

- Ⓐ by showing it how to raise its trunk for food
- Ⓑ by letting it take food from her mouth
- Ⓒ by helping it fill its mouth with food
- Ⓓ by making it place food in her trunk

10. As used in the passage, what does the word squirt mean?

- Ⓐ spray
- Ⓑ slide
- Ⓒ spread
- Ⓓ share

11. Which word has the same vowel sound as the word “meal”?

- Ⓐ head
- Ⓑ smell
- Ⓒ greet
- Ⓓ help

12. When getting a drink, why does a young elephant spray most of the water on itself?

- Ⓐ Its aim is poor.
- Ⓑ It is playing.
- Ⓒ Its trunk is too long.
- Ⓓ It is saying hello.

13. What does an elephant do to breathe in deep water?

- Ⓐ It breathes through its mouth.
- Ⓑ It keeps its head above water.
- Ⓒ It lets the length of its trunk float.
- Ⓓ It puts the tip of its trunk out of the water.

Read the folktale. Then, answer the questions that follow.

The Day Fox Helped Gray One

an Iroquois folktale
by B. C. Bond

In the forest many years ago lived a good-natured animal called Gray One. Gray One could climb like Opossum, but he was not an opossum. He could run like Fox, but he disliked hurrying. The sooner you get somewhere, he often thought, the sooner you have to come back.

One day, Gray One met Bear walking in the forest.

“Get out of the way!” Bear growled. “Hurry up!”

“I don’t like to hurry,” Gray One said.

This angered Bear. “I’ll help you along,” he said. Bear swatted Gray One off the path like a loose pine cone. Bear’s laughter echoed through the forest as he left Gray One behind.

“Everyone pushes me around,” Gray One moaned as he hobbled back to the path.

Along came Bobcat. “Get out of the way,” Bobcat snarled. “Hurry!”

“I don’t like to hurry,” said Gray One.

“You’re blocking my path,”

Bobcat said. He showed his claws to frighten Gray One.

“It’s my path, too,” Gray One said, but Bobcat batted him into the branches of a nearby tree.

Fox came along and saw Gray One in the tree. “What’s the matter, Gray One?” he asked.

“Everyone pushes me around,” Gray One answered.

“Really?” Fox said. “Do me a favor, and I’ll help you.”

“What do you want me to do?” asked Gray One as he climbed a bit higher in the tree. He knew that Fox could be tricky.

“Throw down a fresh pine cone, and I’ll explain,” Fox said.

Gray One tossed down a pine cone. “What good is a pine cone?” he asked.

“Pine cones are special; they make me fast,” Fox said. “If you promise to get me pine cones, I’ll fix it so forest folk leave you alone.”

“OK,” said Gray One. “Now how are you going to help me?”

“Come down and roll in this mud,” Fox said, pointing to a muddy pool beside a hawthorn bush.

Gray One didn’t want to go along, but he did as Fox asked. “I hope this doesn’t stain my fur,” he complained while rolling over and over in the mud.

“Don’t worry about your fur,” Fox laughed. “Ho, ho! You look like a gob of mud. That’s just what I want.” Fox collected sharp thorns from the hawthorn bush.

“What are you going to do with those?” Gray One asked.

“I’m going to decorate that wonderful mud coat of yours,” Fox said. “Sit still so I can do a neat job.” Fox poked the dull ends of thorns into Gray One’s mud covering. Soon he bristled with a pointy coat of sharp thorns.

Finished, Fox stepped back. He was proud of his work. “Now you’re ready,” he said.

“For what?” asked Gray One, feeling uncomfortable in his thorny coat.

“Wait and see,” said Fox. “I’m going to watch the fun from the hawthorn bush.”

“What should I do?” asked Gray One.

“Shhh,” said Fox. “I hear Bear.” Spotting Gray One blocking the

path, Bear grunted, “Get out of my way.”

“No! It’s my path, too,” Gray One said, shaking with fear.

“I’ll step on you,” Bear said. “I warned you before not to block this path.”

“Go ahead, Bear, squash away,” Fox shouted from the safety of the hawthorn bush. “Don’t let Gray One slow you down.”

Bear grunted. “You’re no friend of mine, Fox,” Bear said, “but your idea is good.” He growled as he lowered a paw to crush Gray One.

“Ouch!” cried Bear. “What stuck my paw?”

“Leave me alone!” Gray One said.

“I’ll leave you alone, all right!” Bear groaned as he limped away licking his wounded paw.

“Hurry along, grouchy Bear,” Fox laughed.

Next Bobcat came along. “Get out of my way,” he growled at Gray One.

“I’ll stay right here,” Gray One answered.

“Oh, you will?” Bobcat said as he flattened into his hunting crouch. “We’ll see about that.”

“Go on,” cried Fox. “Give him a good bite!”

“You’re no friend, but your idea is good this time,” Bobcat snarled before leaping on Gray One.

“Rao-ow-spputttt,” Bobcat yowled in pain. “What’s this? Oh, these thorns are terrible. Oh, my poor mouth!”

“Eat away, Bobcat!” Fox shouted, laughing louder and louder as Bobcat fled.

Fox scampered off, seeking more foes to set on Gray One. But soon the word had spread that Gray One had become Thorny One, and no one wanted to tangle with all those sharp, painful points.

And so, today, Porcupine takes his own time. Anyone who argues with him will have troubles—thorny ones.

14. According to the passage, why is Gray One unhappy?

- Ⓐ He does not like being told to hurry.
- Ⓑ He dislikes the hawthorn bush.
- Ⓒ He is an opossum.
- Ⓓ He has a sore paw.

15. According to the passage, what is special about pine cones?

- Ⓐ They help Fox to climb trees.
- Ⓑ They help Fox to be fast.
- Ⓒ They are used to decorate Gray One’s coat.
- Ⓓ They keep the forest animals away from Gray One.

16. Which pair of words from the passage rhymes?

- Ⓐ saw, paw
- Ⓑ cone, one
- Ⓒ favor, fresh
- Ⓓ mouth, path

17. Why is Gray One unsure about rolling in mud?

- Ⓐ Gray One does not want Fox to help him.
- Ⓑ Gray One thinks Fox might be playing a trick.
- Ⓒ Gray One is afraid of getting stuck in the mud.
- Ⓓ Gray One worries that Bear might come back.

18. What is the root or base word of “shaking”?

- Ⓐ king
- Ⓑ ing
- Ⓒ shake
- Ⓓ sh

19. Why do Bear and Bobcat decide to leave Gray One alone?

- Ⓐ They are chased away by Fox.
- Ⓑ Gray One's claws are sharp.
- Ⓒ They hear about Thorny One.
- Ⓓ Gray One's coat is painful to touch.

20. Which word **best** describes Gray One at the end of the passage?

- Ⓐ fearless
- Ⓑ honest
- Ⓒ gentle
- Ⓓ bewildered

21. What is the main idea of the passage?

- Ⓐ Gray One and Fox become friends.
- Ⓑ Fox helps Gray One solve a problem.
- Ⓒ Gray One waits for Fox to find the forest folk.
- Ⓓ Fox saves the forest folk from trouble.

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Read the instructions for the projects. Then, answer the questions that follow.

A Garden Full of Projects

by Sharon Lovejoy

Grow and eat your name, turn a veggie into a whale, and make a tepee out of flowers.

EAT YOUR NAME

What You Need:

- Large container, such as a big pot or a wooden box, with holes in the bottom for drainage
- Radish seeds (Any kind will do.)
- Good potting soil
- Pencil

What You Do:

Fill your container with soil. Use a pencil to scratch your name about 1/2 inch (1 cm) deep in the soil. Write big! Drop radish seeds, evenly spaced, into your name. Then put a thin layer of soil over the seeds, pat lightly, and water. Remember to water whenever the soil starts to dry out.

In a few days, you'll see the broad, green leaves of radishes spelling out your name. And in just a few weeks you can pick the radishes—and eat your name!

GROW A WHALE

What You Need:

- Package of zucchini, cucumber, or squash seeds
- Big pot, box, or sunny spot in your garden
- Plastic quart bottle
- Pencil or nail

What You Do:

Fill your box or pot with soil. If you're planting in the ground, make sure the soil is loose and weed-free. Plant your seeds according to the package directions, and water them daily.



After the plants have flowered and turned into tiny vegetables, find one vegetable that looks healthy and isn't squishy. Don't pick it! Instead, carefully use a pencil or nail to scratch a whale shape into the side of the vegetable. Then tuck your "whale" into your plastic bottle.

Your whale will grow and grow. Soon it will become whale-sized (well, almost) and fill the whole bottle. To pick it, just snip the vine. When your friends see your whale inside the bottle, they'll be amazed!

FLOWER TEPEE

What You Need:

- Scarlet¹ runner bean seeds
(Soak them for 1 day before you plant.)
- 5 or 6 tall poles
- Strong string (twine)
- A weed-free, sunny piece of ground big enough to sit down on
- Garden hoe or other digging tool

What You Do:

Lay the poles beside each other on the ground. Wind the twine around and around the poles about a foot (30 cm) from one end. Then stand the poles up with the untied ends on the ground. Spread out one pole at a time to form a tepee shape.

When your tepee stands on its own, dig up the soil around the outside and pull any weeds. Loosen the soil in an area about 2 inches (5 cm) deep and 2 inches wide all around the tepee. Then tuck your seeds about 1/2 inch (1 cm) deep into the soil. Leave a space about the width of your hand between the seeds. Also leave space for a "door" so you can get into the tepee.

Completely cover the seeds with soil, pat the soil down, and water. Some kids like to plant white petunias next to the scarlet runner bean vines. Water every day. Soon big leaves and flowers will cover the poles. Best of all, the crunchy red flowers make a quick, easy snack.

¹ red

23. What is included in the sections titled What You Need?

- Ⓐ what happens in the end
- Ⓑ the steps to follow
- Ⓒ the time needed
- Ⓓ the supplies you must have

24. What is the second step in “Eat Your Name”?

- Ⓐ Drop radish seeds into the soil.
- Ⓑ Scratch your name in the soil.
- Ⓒ Pat the seeds lightly.
- Ⓓ Find good potting soil.

25. According to “Grow A Whale,” when is the **best** time to draw on the vegetable?

- Ⓐ when the vegetable is picked
- Ⓑ after the vegetable forms
- Ⓒ when the vegetable is fully grown
- Ⓓ after the vegetable becomes squishy

26. In “Flower Tepee,” what is the first step after the tepee stands on its own?
- Ⓐ Leave space for a door.
 - Ⓑ Dig up the soil around it.
 - Ⓒ Untie the ends of the poles.
 - Ⓓ Tuck the seeds deep into the soil.
27. Based on information in the passage, where can a flower tepee most likely be found?
- Ⓐ in a large container
 - Ⓑ in a small pot
 - Ⓒ in a sunny spot
 - Ⓓ in a wooden box
28. Which pair of words from the passage rhymes?
- Ⓐ vine, twine
 - Ⓑ whale, water
 - Ⓒ seeds, poles
 - Ⓓ thin, then
29. Which would be the **best** new title for the passage?
- Ⓐ “Plant Fun”
 - Ⓑ “Your Radish Name”
 - Ⓒ “Eating Healthy”
 - Ⓓ “Grow an Animal”

Read the passage about a special friendship. Then, answer the questions that follow.

Tasha's Pen Pal

Tasha was walking home from the post office with a letter in her hand. It had a stamp with a picture of a pineapple in the corner. She carefully opened the envelope and pulled out a letter.

Just as she unfolded the letter, her classmate and neighbor, Jim, came out to meet her. "Hey, Tasha. What are you doing?"

"I'm going home to read my letter," she said. "It's from my pen pal, Lana."

Jim crinkled his face. "Pen pal? What's a pen pal?"

"It's someone I write letters to. I tell her about my life, and she writes back about her life. It's fun and a good way to be friends with someone who lives far away."

"Where does your pen pal live?" Jim asked.

Tasha smiled. "She lives in Hawaii."

"Hawaii?" asked Jim. "Isn't that an island?"

"Actually, Hawaii is made up of many islands," Tasha replied. "Lana lives on an island called Oahu."

Jim was getting more curious. He wanted to know more about Tasha's pen pal and the place where she lived. He walked with Tasha and asked more questions. "What's Hawaii like? I guess it's a lot like here, right?"

"No," Tasha said. "Hawaii is nothing like Alaska. It's much smaller, but there are more people. It stays warm there all the time. It never freezes where Lana lives. And she says that they have trees and flowers and birds that you just wouldn't believe."

"What does she do there?" Jim asked.

"She goes to school just like we do, and she wants to surf when she is older. She says that her island has the best surfing waves and the most beautiful beaches in all of Hawaii."

"Wow," said Jim. Surfing sounded like a lot of fun to him. He thought of other great things to do outdoors. One of his favorite things to do was go hiking in the mountains with his family. "They probably don't have mountains on islands, do they?"

Tasha said, “Yes, they do. Hawaii has the tallest volcanic mountain in the world. In fact, the islands of Hawaii are really the tops of mountains that sit under the ocean.”

“I didn’t know that,” said Jim.

“Lana told me that the largest island of Hawaii has a volcano that still erupts and adds land to Hawaii every day. Lana and I both think volcanoes are interesting.”

Jim nodded. “Are you and Lana interested in many of the same things?”

“Lana and I are similar in many ways,” said Tasha. “We both like math and have an older sister. Her parents give island tours, and my parents give kayak tours.

“Native culture is very important to both of us. Sometimes Lana uses

native Hawaiian words in her letters. Sometimes I use some Inupiaq words. I think we learn a lot about each other through language. Lana has taught me so much about Hawaii. I hope I can visit her some day.”

After listening to Tasha talk about her pen pal, Jim drew a picture of Hawaii in his mind. He imagined the warm air and the big waves splashing along the beach. He wanted to find out more about Hawaii. Jim became interested in the idea of having a pen pal. “Hey, Tasha,” Jim said. “Do you think Lana might have a friend who’d like to be my pen pal?”

Tasha laughed. “She might. I’ll write her a letter to find out.”

30. Why does Jim crinkle his face when Tasha tells him about her pen pal?

- (A) because he is concerned
- (B) because he is satisfied
- (C) because he is confused
- (D) because he is surprised

31. Which word **best** describes Tasha?

- Ⓐ imaginative
- Ⓑ friendly
- Ⓒ careful
- Ⓓ quiet

32. What is the suffix in the word “actually”?

- Ⓐ act
- Ⓑ actual
- Ⓒ ally
- Ⓓ ly

33. According to the passage, what is one of Jim’s favorite activities to do outdoors?

- Ⓐ watch birds
- Ⓑ collect flowers
- Ⓒ surf at the beach
- Ⓓ hike in the mountains

34. According to the passage, what is true about the Hawaiian islands?

- Ⓐ They are larger than Alaska.
- Ⓑ They have occasional freezing temperatures.
- Ⓒ They are tops of underwater mountains.
- Ⓓ They have good places to kayak.

35. As used in the passage, what does the word similar mean?

- Ⓐ alike
- Ⓑ famous
- Ⓒ modern
- Ⓓ positive

36. Where does the passage take place?

- Ⓐ near a volcano
- Ⓑ Alaska
- Ⓒ in a post office
- Ⓓ Hawaii

37. Which would be the **best** new title for the passage?

- Ⓐ “Exchanging Letters”
- Ⓑ “A Tour of the Islands”
- Ⓒ “Enjoying the Outdoors”
- Ⓓ “A Long Walk Home”

38. Use one example from the passage to explain how Tasha and Lana are the same. Use one example from the passage to explain how they are different.

Read the passage about your eyes. Then, answer the questions that follow.

Peeper Keepers

by Donna P. Dowdy

Your two eyes work hard to let you see the world around you. What amazing peepers!

Eyes are like tiny cameras with special parts to protect them and keep them working. You could call these special parts “peeper keepers.”

One of your peeper keepers is called an orbit. It is the socket, or cup, that holds the eye. Feel the hard bone all around your eye. That’s the orbit. It protects the eye from hits and falls.

The hairy eyebrows above the orbits are peeper keepers, too. They shade your eyes in sunlight and keep sweat from rolling into them.

The little rows of hair on the top and bottom lids of your eye are eyelashes. These peeper keepers catch tiny bits of dust and dirt.

At the first sign of danger, another peeper keeper shuts tight. Quick as a flash, your eyelid closes. It protects your eye with a soft cushion of skin.

When your eyelid shuts, tears ooze into your eye. They come from

little glands under your lid and at the corner of your eye. These tears keep your eyelid moving smoothly.

Tears clean your eyes, too. If a speck of dirt gets in your eye, your tears will wash it out. Tears are mostly salty water, but they also have a germ killer in them. Every time you blink, germ-killing tears spread over your eyes. And since you may blink as many as thirty times in one minute, it’s no wonder that your eyes are two of the cleanest places on your body.

You don’t have to do anything to get your peeper keepers to work. These special little parts of your eyes are always at work, protecting and cleaning your eyes. They work so well, you hardly even notice them.

But the peeper keepers cannot keep your eyes healthy all by themselves. You must be a peeper keeper, too. Learn the peeper keeper rules.

Keep your eyes healthy, and they will amaze you with wonderful sights for a long, long time.

Follow these peeper keeper rules:

- Protect your eyes from accidents. Wear safety goggles when you play sports or when you are near someone using power tools.
- Protect your eyes from the sun. Wear sunglasses that block harmful UV rays.
- If something gets in your eyes, rinse them out with clean, cool water. Never rub your eyes.
- See your eye doctor for regular check-ups.

39. According to the passage, your eyes are **most** similar to

- Ⓐ tiny cameras.
- Ⓑ power tools.
- Ⓒ safety goggles.
- Ⓓ soft cushions.

40. Which is the suffix in the word “smoothly”?

- Ⓐ sm
- Ⓑ smooth
- Ⓒ ooth
- Ⓓ ly

41. According to the passage, why are your eyes two of the cleanest places on your body?
- Ⓐ Your eyes can be cleaned by a doctor at a check-up.
 - Ⓑ Your eyes can be cleaned by shading them.
 - Ⓒ Your eyes are cleaned by tears.
 - Ⓓ Your eyes are cleaned by wearing goggles.
42. Which word has the same vowel sound as the word “see”?
- Ⓐ sweat
 - Ⓑ eye
 - Ⓒ tears
 - Ⓓ feel
43. Based on information in the passage, what are your peeper keepers always doing?
- Ⓐ making your eyes safe
 - Ⓑ making your eyes soft
 - Ⓒ helping create bone around your eyes
 - Ⓓ helping your eyes blink more often

44. According to the passage, what should you do immediately if you get something in your eyes?

- Ⓐ Shade your eyes.
- Ⓑ Keep your eyelids shut.
- Ⓒ Rinse your eyes with water.
- Ⓓ Blink your eyes thirty times.

45. Which would be the **best** new title for the passage?

- Ⓐ “Keep Blinking”
- Ⓑ “Eyes Are Special”
- Ⓒ “Wonderful Sights”
- Ⓓ “Close Your Eyes”

46. Other than eyebrows, name a part that keeps the eyes healthy. Use one example from the passage to explain what this part does.

Read the passage about moving to a new city. Then, answer the questions that follow.

A New Home

The plane rose higher and higher into the sky. Anuska grinned as she held on to the arms of her seat. She looked at her mother. They smiled at each other. Out the window Anuska could see Anchorage getting smaller. She was sad to be leaving Alaska, but she also felt like she was going on an adventure. She couldn't wait to see Seattle.

Anuska's mother had gotten a new job in Seattle, Washington. The family was moving from Homer. At first Anuska did not want to move to a big city, but her parents told her what it would be like. They told her about the tall buildings and the beautiful parks. They described a building called the Space Needle. They described many interesting things they would see and do. They told her about the monorail—a train that ran on only one rail. All of this made Anuska very eager to get to Seattle.

The only thing that worried Anuska was the fact that she would be going to a school where she didn't know anyone. Her parents told her that her new school would be much bigger than her old school, so she was sure to make many new friends.

Anuska's first day in Seattle was exhausting. Her father had arrived several days earlier to begin moving boxes. He met Anuska and her mother at the airport and drove them to their new apartment. The family spent the day unpacking boxes. Anuska was tired, but she wanted to see more of Seattle. Her parents said that they would go out and explore Seattle the next day.

Anuska and her mother stepped through the front door to arrange some plants in the yard. Then Anuska heard a voice.

"Hello. You must be new here."

Anuska turned to see a girl smiling at her. "Yes," she said. "We just moved here this morning."

"My name is Tisha. I live next door."

"I'm Anuska. We moved here from Alaska."

"Alaska? Wow, I've never met anybody from Alaska," said Tisha. "What school are you going to?"

"My mom says I'm going to Collins Elementary."

“That’s my school,” Tisha replied. “Maybe we’ll be in the same class.”

Anuska smiled. “It would be nice to start school and already know someone.”

Tisha’s eyes suddenly got wide. “Have you ever been to an aquarium?”

Anuska shook her head.

“They have all kinds of sea animals there. I’m going with my older brother tomorrow. Do you and your parents want to come with us?”

Anuska looked at her mother. “I think that’s a good idea,” her mother said. “We should go out and see some of Seattle. This is a good chance.”

Tisha was excited to show Anuska and her family around town. “After the aquarium we will go to Kiwanis Ravine. There are a lot of great blue herons at the ravine. Herons are big, beautiful birds.”

Anuska’s face lit up. She loved birds. “That sounds like fun!” she said.

“If we have enough time, maybe we could ride the monorail,” Tisha said. “It’s really a lot of fun to ride the monorail and look at all the sights around the city.”

“Well, all that does sound like a good time,” said Anuska’s mother. “We would love to join you and your brother tomorrow.”

“Yes,” Anuska added, “I can’t wait to see the city.”

“Then we will see you tomorrow,” Tisha said. “My brother and I will show you around our city. It’s a great place to live. I’ll go home and tell him you will be joining us.”

That night Anuska slept very well in her new home. She had had a busy day. She dreamed of beautiful fish, blue herons, and learning about Seattle with a new friend.

47. According to the passage, why is Anuska excited to see Seattle?

- Ⓐ She can visit her mother at work.
- Ⓑ She will make many new friends.
- Ⓒ She knows her new school will be bigger.
- Ⓓ She feels like she is going on an adventure.

48. As used in the passage, what does the word exhausting mean?

- Ⓐ comforting
- Ⓑ healing
- Ⓒ tiring
- Ⓓ amusing

49. What is the prefix in the word “unpacking”?

- Ⓐ un
- Ⓑ pack
- Ⓒ ing
- Ⓓ king

50. How do Anuska and her parents spend their first day in Seattle?

- Ⓐ meeting Tisha's family
- Ⓑ looking for a new school
- Ⓒ unloading their belongings
- Ⓓ walking through the city

51. As used in the passage, what does the word explore mean?

- Ⓐ attempt
- Ⓑ establish
- Ⓒ discover
- Ⓓ glance

52. Why does Tisha most likely want to go to Kiwanis Ravine?

- Ⓐ to see tall buildings
- Ⓑ to learn about fish
- Ⓒ to ride the monorail
- Ⓓ to observe the blue herons

53. What is the root or base word of “replied”?

- ☐ (A) re
- ☐ (B) reply
- ☐ (C) ply
- ☐ (D) plied

54. Which word **best** describes Tisha?

- ☐ (A) worried
- ☐ (B) shy
- ☐ (C) curious
- ☐ (D) welcoming

55. Who is the main character?

- ☐ (A) Tisha
- ☐ (B) Anuska
- ☐ (C) Tisha’s brother
- ☐ (D) Anuska’s mother

END SESSION



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**Grade 3
Reading Test Book
Form 3PTR**

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